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ABSTRACT

The document describes the methods, procedures, and results of the evaluation of the Quitman County Project, an adult basic education demonstration program with 147 participants in four learning centers in Mississippi. Data were collected by means of site visits, observation, interviews and standardized achievement tests. In terms of student achievement, the overall gain in grade level was good, and more than 38 percent of all participants completed the program. Over 40 percent of the higher achieving participants passed the General Education Development Test. The most successful students were in the 20-40 age range. The four centers varied achievement level was attributed to teacher differences and the use of teacher-student generated materials. Sound fiscal policies were maintained, and instructional materials were judged good. Data on student and teacher characteristics are tabulated and discussed. Tables show the relationship between achievement and: center, sex, highest grade completed in school, welfare assistance status, number of dependents, employment record, current work status, primary occupation, nature of contact leading to enrollment, and reason for participation. The rate of dropout and related factors are analyzed. The appendix includes the student data code, organizational chart, student interview schedule, organizational perspectives, instructors findings, and counselor services. (MW)

FACTORS ASSOCIATED WITH ACHIEVEMENT IN ADULT BASIC EDUCATION

(EVALUATION OF ADULT BASIC EDUCATION IN THE QUITMAN COUNTY CENTER FOR LEARNING AND EDUCATIONAL DEVELOPMENT)

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PART I

EVALUATION OF ADULT BASIC EDUCATION IN
QUITMAN COUNTY CENTER FOR LEARNING
AND EDUCATIONAL DEVELOPMENT

TITLE OF PROPOSAL: LEARNING BY DOING TO DEVELOP
ADULT PROFICIENCIES

INTRODUCTION

The Quitman County Project is basically an Adult Basic Education Program conducted under the auspices of Mary Holmes College and the Quitman County Center for Learning and Educational Development. The project's central office is located in Marks, Mississippi under the direction of Mr. Bobby James.

The present project was refunded in the latter part of August of 1971, however because of administratives technicalities, and a turnover in central staff personnel, program design changes, in addition to fiscal cut, classes were delayed until early in October. As of now, the project provided 26 weeks of class. During the instructional period, 147 participants were enrolled in classes. Approximately 80% of the participants were heads of households and 60%

of the participants were females. This was due to the high ratio of female heads of households in the communities involved.

However, this was the first time in the four year period for the Quitman Centers to have as many male participants as it had.

In addition to the Project Director, the central staff consisted of one Associate Director for Curriculum Development and Teacher-Training, one Coordinator of Counseling Services, and one Counselor, one Finance Officer, one Payroll Clerk, one Job Developer, one Secretary, one Clerk/Typist, and one Audio Visual Specialist.

Four learning centers were in operation under the immediate direction of two area supervisors. The total instructional staff (area supervisors and instructors) numbered 16 persons.

EVALUATION DESIGN

Periodically throughout this fiscal year, the project has been conducting evaluations of the total project. To this end, the following design was developed to evaluate the various aspects of the program proposed and granted under the title: LEARNING BY DOING TO DEVELOP ADULT PROFICIENCIES.

- Plans for the evaluation -

Evaluation as used here are defined in two ways

1. To determine the extent that project goals were being reached

2. To determine the effectiveness and valuability of the methods and techniques used to achieve the objectives of the program

The outcome of the evaluation provided knowledge and information relative to the strengths and weaknesses of the various facets of the Adult Basic Education Program used by the program to:

1. Modify or re-define the orginal educational objectives

2. Collect and retain the best possible educational ,aterial most feasible and appropriate for the participants

3. Appraise the effectivness of the participant selection and screening criteria

4. Eliminate and modify the most effective or efficient aspect of the program and instill more effective materials, methods, educational contents to further enchance the efficiency of the program

5. Gain insight of the adult learners themselves as to rates and levels of growth, potentials, needs, behavorial changes, self-concepts, etc.

6. The development and improvement of procedures for emerging participants competencies, releasing participant's motivation and mobilizing student/community resources through the production of learning material by student themselves

The evaluation was carried out in three phases. Phase I followed the "case study" appraoch ascertained from the orgininal proposal furnished by the Quitman Center for Learning. This phase consisted of a fice-day site visit by staff during which time we studied and observed the program in action. In this phase we:

1. Interviewed individually and in small groups, members of the staff
2. Visited all adult classes to note teaching and learning patterns of instructors and participants
3. Gather information relative to data

Phase II of the evaluation was carried out through depth interview of selected participants (random sampling) in the program (see appendix D for participant's interview schedule) and those who were in most day-to-day contacts with participants.

Information was taken from students information files. Information gathered from these two sources was arranged and studied to discern:

1. Which participants made the most or least progress
2. In what areas and why did this progress occur
3. What teachers or what kind of instructional leadership appears to be most effective and why

Phase III of the evaluation took place toward the end of the fiscal year. It involved an internal evaluation conducted by the instructional staff. It involved teacher-made

evaluations to determine the progress of the participants in terms of scholarlastic achievements, social achievements, self-concepts, behavorial changes. (See appendix for instructor's findings)

- Summary -

Methods and procedures employing observation, interviews, and written questionnaires. Analysis were used to develop knowledge and information revelant to the effectiveness of the Special Education Project in Quitman County.

Information was gathered, studied and described to determine the extent that project objectives were being reached, and information was collected to appraise the adequacy of:

1. Staff
2. Staff Training
3. Counseling Services
4. Development, Selection and Use of Material
5. Teaching Methods
6. Facilities
7. Curriculum Design

PART II

SUMMARY OF EVALUATION

Data for the evaluation were collected by means of site visits, observation, personal and group interviews, and standardized achievement tests.

Preliminary findings from the evaluation revealed the following strengths and weaknesses in the program:

1. Program success as measured by student achievement and dropout

In terms of student achievement, it was felt that the program was quite successful. The overall gain in grade level was good compared to the small level of achievement at the entry level.

In all of the centers (4) from 1/2 to 3/4 of all the students advanced more than 0.5 levels, with a great number of students advancing more than 1 1/2 to two grades in a six to seventh month period. The highest grade advancement was a level gain of four grades in one program year. More than 88% of all participants remained in the program until its termination.

It was found that the students who did drop out were characterized by being younger students who had completed more years of formal training. Many of these drop-outs left this particular part of the program to take advantage

of the Tri-Program (A program sponsored jointly by Delta Opportunties Cooperation, Mississippi Delta Council, and Quitman Centers for Learning.) that was involved in the adjourning county of Quitman. (See perspectives of the Tri-Program in appendix G)

Over forty percent (40%) of the higher achieving participants successfully passed the General Education Development Test suggesting that many students advanced into or beyond the high school level as a result of this program.

The evaluation revealed that the most successful participants were in the twenty to forty year range.

A great deal of difference were found in achievement between the four centers. Data collected suggested that the instructors were the basic reasons, with their indivivuality in their instruction, the team and need approach, and the use of teacher-student generated materials, not to mention the new LAP (Learning Activity Packages) form of teaching.

2. Program success as measured by demonstrative materials

It has always been the idea of this program to give special emphasis to the production of learning materials developed by teachers themselves.

The content of student-teacher produced material has shown to be an excellent devise for the teaching of adults. In student-teacher generated material with commerical produced materials as resources displayed a positive approach

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to teaching, in that it was excellent in relation to its use in developing positive self-concepts, social responsibility, and understanding local history. With its common approach, the basics (reading, writing, and arithmetic) was easily attained by the participants.

The pyhsical quality of the materials has been improved, however, more concern should be taken regarding memograph materials with small print. It was also discovered that more instructional material was produced this year, even though only four centers were in operation.

More efforts were made to:

A. Improve the physical quality of the materials

B. Production of more materials

C. Relation of more materials to the everyday needs and interest of the participants

3. Administrative Structure

Certain changes were implemented during the evaluative year to improve the administrative of the project.

Since one of the objectives of the project was to locate jobs for participants, it was discovered that a job developer would be needed full-time. The teacher-Trainer assumed the responsibilities of job development, thus giving the task of training as well as developing and maintaining the curriculum.

Sound fiscal policies were maintained thus creating a sound fiscal year.

4. Materials and Equipment

Educational and instructional materials, and audio visual equipment were good. Instructors were taught the use and importance of audio visual machinery and materials.

PART III

STUDENT AND TEACHER CHARACTERISTICS

The following information provides a description of student participants and the instructional staff who were involved in the Adult Basic Education Project.

Table 1 through 5 present data on student characteristics in the following areas: (1) personal characteristics, (2) familial characteristics, (3) educational characteristics, (4) occupational characteristics, and (5) source of information leading to the enrollment in the program.

Characteristics of the instructional staff (teachers) are presented in Tables 6 through 8 in terms of: (1) personal characteristics, (2) educational characteristics, and (3) occupational characteristics.

As noted in Table 1, a much larger percent of the student body was female (81%) than male (18.4%). However, an increase of 15% compared to last fiscal year enrollment. The largest percent of the participants found in the 20-29 age bracket, and the 40-49 brackets.

The smallest number of participants fell in the 60 age bracket (2.0%).

Although the students ranged from under 20 to 60 years of age, the distribution of students is skewed toward

TABLE I

PERSONAL CHARACTERISTICS OF STUDENTS

Personal Characteristics	Number	Percent
Age		
Under 20	9	6.1
20-29	58	39.5
30-39	24	16.3
40-49	38	25.9
50-59	15	10.2
60+	3	2.0
No response	0	0.0
Total	147	100.0
Sex		
Male	27	18.4
Female	120	81.6
Total	147	100.0

20-29 age bracket with 39.5% being 20 or older.

Familial characteristics of students including maritial status, number of dependents, number of families receiving welfare assistance and family income are presented in Table 2.

The data reveal that the majority of the participants were married, (61.2%) 17.7% were single, 6.8% were widowed, and 1.2% were divorced.

TABLE 2

FAMILIAL CHARACTERISTICS OF STUDENTS

Familial Characteristics	Number	Percent
Marital Status		
Single	26	17.7
Married	90	61.2
Divorced	2	1.4
Widowed	10	6.8
Separated	19	12.9
Total	147	100.0
Welfare Assistance		
Yes	24	16.3
No or other	115	78.2
No response	8	5.5
Total	147	100.0
Total number of Dependents		
None	26	17.6
1-3	53	36.1
4-7	47	31.9
8+	21	14.3
Total	147	100.0
Annual Gross Family Incomes		
Less than $3,000	141	95.9
Less than 4,000	4	2.7
Less than 5,000	2	1.4
Total	147	100.0

A very small percent received welfare assistance (16.3), although nearly all of them (95.9%) had yearly incomes of less than $3,000.

Over half of the participants had 3 or less dependents, however, a large majority of them were responsible for 1-8 dependents with 17.6% of the participants not having any dependents.

Data pretaining to educational characteristics of students are provided in Table 3.

Nearly all of the participants have at some time attended school. (93%) About 30 percent of the participants attended school to grade four through six. There were no high school graduates, and only 19.7% had ever attended high school, and 0.7% had not attended school at all.

As shown in the chart, a small portion of the participants were involved in any kind of post training. Those who were involved, however, tended to participate in other types as well.

Over half of the participants involved were between sixth and eight grade levels in attainment according to pre-test results in spelling, arithmetic, reading, and vocabulary.

Through a comparison of the data for grade completion, participants showed that their actual achievements were higher than the grade completion made on the achievement. This is particulary true involving those participants who range

TABLE 3

EDUCATIONAL CHARACTERISTICS OF STUDENTS

Educational Characteristics	Number	Percent
Highest Grade in School Completed		
None	1	0.7
Grade 1-3	19	12.9
Grade 4-6	44	30.0
Grade 7-8	37	25.1
Grade 9-11	29	19.7
No response	17	11.6
Total	147	100.0
Post School Training		
Work - Experience	3	2.0
Adult Vocational	4	2.7
Military	4	2.7
Manpower	1	0.7
Other ABE	32	21.8
None	103	70.1
Total Number of Post-school	147	100.0

TABLE 3--Continued

Educational Characteristics	Number	Percent
ABLE Pre-Test Vocabulary		
0-3.0	7	.06
3.1-5.0	65	.54
5.1-7.0	40	.33
7.1-9.0	9	.07
No data		
Total	121	1.00
ABLE Pre-Test Reading		
0-3.0	18	.15
3.1-5.0	26	.22
5.1-7.0	28	.23
7.1-9.0	49	.40
No Data		
Total	121	1.00
ABLE Pre-Test Spelling		
0-3.0	18	.15
3.1-5.0	55	.45
5.1-7.0	28	.23
7.1-9.0	20	.17
No Data		
Total	121	1.00
ABLE Pre-Test Arithmetic		
0-3.0	12	.10
3.1-5.0	54	.44
5.1-7.0	36	.30
7.1-9.0+	19	.16
Total	121	1.00

Note: 121 were the total number that was given the ABLE Test.

from seventh to eight grade.

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Table 4 involves the present or most recent kind of jobs held by the participants. This data shows that nearly half (44.9%) of the participants are unemployed, but seeking work. It also indicated that 15.6% were employed part-time. Only 17.7% were full-time employed. 10.2% were found to be placed through this project.

The reasons given most frequently for not being employed full time were the inability to find jobs. (43.6%) 34.0% were unskilled farm laborers or household workers.

Table 5 presents data showing the number and percent of participants who were referred to the program by selected individuals or agencies. Information concerning the program was supplied by a variety of sources. However, the major souce of information leading to the present enrollment was supplied by the Program recruiter (36.1%). Other students, by "word of mouth" supplied 32.7% of program information, and over 20% was supplied by employees of the program.

The data in Table 6 indicate that a majority of the instructors were 25 years or less, (50%) and out of the total 16, there were four male instructors.

Half of the instructional staff were married, (50%) and the rest were either single, separated or widowed.

A very small percent owened homes, other rented.

TABLE 4

OCCUPATIONAL CHARACTERISTICS OF STUDENTS

Occupational Characteristics	Number	Percent
Current Work Status		
Employed full-time	26	17.7
Employed part-time	23	15.6
Unemployed but seeking work	66	44.9
Not seeking work	5	3.4
To be placed through this project	12	8.2
No data	15	10.2
Total	147	100.0
If Not Employed Full-Time the reason is:		
Unable to find work	64	43.6
Keeping house	26	17.7
In school	3	2.0
Disabled	45	30.6
Other	0	0.0
Total	147	100.0
Primary Occupation		
Other (odd jobs,etc.)	40	27.2
Farm laborer (unskilled)	50	34.0
Semi-silled farm	13	8.8
Non-farm labor (unskilled)	44	30.0
Total	147	100.0

TABLE 5

SOURCE OF INFORMATION LEADING TO ENROLLMENT IN PROJECT

Source of Information	No.	Percent
Church	2	1.3
Welfare Agency	0	0.0
Program Recruiter	53	36.1
Employer	30	20.4
Radio-TV, etc.	0	0.0
Another Student	48	32.7
Other	14	9.5
Total Referrals	147	100.0

TABLE 6

PERSONAL CHARACTERISTICS OF INSTRUCTIONAL STAFF
(Teachers)

Personal Characteristics		Number	Percent
Age Distribution			
25 years or less		8	50.0
26-35		5	31.4
36-45		1	6.2
46-55		1	6.2
56-or more		1	6.2
	Total	16	100.0
Sex			
Male		4	25.0
Female		12	75.0
	Total	16	100.0

TABLE 6--Continued

Personal Characteristics	Number	Percent
Home Ownership		
Own home	1	6.3
Rent	10	62.5
Room	2	12.5
Other	2	12.5
No Data	1	6.2
Total	16	100.0
Marital Status		
Married	8	50.0
Single	5	31.3
Divorced	0	0.0
Separated	2	12.5
Other	1	6.2
Total	16	100.0
Number of Children		
None	5	31.2
1-3	7	43.8
4-6	2	12.5
7 or more	2	12.5
Total	16	100.0

Tables 7 and 8 gives data on the educational and occupational characteristics of the teaching staff.

The data indicates that all of the instructional staff (100%)had completed high school and (50%) had had some college training. Eventhough, there were some Junior college graduates, none had finished college.

The data from Table 8 indicate that over half (75%) had been employed less than four years, and a little over 12% had been employed less than three years.

In summary, the participants can be described as consisting of young to middle age, married women (81.6%) with large families and are within the poverty level (below $3,000 income).

A majority of the participants had not completed fifth grade in school and 12.9% of them had not completed third grade.

Participants tend to test higher in grade level performance as compared to the achievement tests. Participants who had worked, served mostley as farm laborers or domestic help, and most had never been employed continously over a six-month period.

The source of information pretaining to the project was primarily geared toward the program recruiter, and by "word-of-mouth" from other students.

Over half the instructional staff ages range from under 25 years.

Their background were similiar to the participants in that of social and economic backgrounds. Half of the teachers were married (50%) with a small number of dependents.

All of the teachers had finished high school, and 50% had some college training.

These teachers were para-Professionals. Comparatively speaking it was found that these teachers, because of their similiar backgrounds to the participants made better teachers because of their ability to relate to the participants.

TABLE 7

EDUCATIONAL CHARACTERISTICS OF INSTRUCTIONAL STAFF

Educational Characteristics	Number	Percen
Highest Level of Education Completed		
Less than 8 years	0	
High school	8	50.0
Some college	8	50.0
Bachelor's Degree	0	
Vocational Technical and Trade School	00	
Total	16	100.0

TABLE 8

OCCUPATIONAL CHARACTERISTICS OF TEACHERS

Occupational Characteristics	Number	Percent
Lenght of Employment (Most recent last employment)		
one year or less	.0	
Less than 2 years	00	
Less than 3 years	3	12.5
Less than 4 years	13	.75
Total	16	100.0

PART IV

ACHIEVEMENT IN ADULT BASIC EDUCATION

This section present an analysis statistical data revelant to the achievement of the students as measured by their performance on the ABLE Achievement Examination.

Overall levels of achievement as well as achievement within the various parts of the test are examined.

Gain In Grade Level Among Students Who Achieved

Of the 147 participants who showed positive in increases in grade levels over 40 percent gained from 0.1 to 0.5 levels, 40 percent gained 0.6 to 1.5, and 65 or more gained more than 4.1 grades.

The data in Table 9 show that grade level increases ranged 0.1 to 4.2 grades, that 8 or 5.3 of the achievers gained 4.2 grades or more. (These achievers were the participants who successfully passed the General Education Development Examination).

TABLE 9

GRADE LEVEL ADVANCEMENT AMONG ACHIEVERS

Grade Level Change	No.	%	Grade Level Change	No.	%	Grade Level Change	No.	%
0.1	10	6.7	1.5	3	2.0	2.9	3	2.0
0.2	9	6.0	1.6	4	2.7	3.0	1	0.6
0.3	7	4.6	1.7	3	2.0	3.1	3	2.0
0.4	3	2.0	1.8	4	2.7	3.2	2	1.4
0.5	2	1.4	1.9	2	1.4	3.3	4	2.7
0.6	3	2.0	2.0	2	1.4	3.4	1	0.6
0.7	2	1.4	2.1	1	0.6	3.5	1	0.6
0.8	1	0.6	2.2	2	1.4	3.6	2	1.4
0.9	1	0.6	2.3	5	3.4	3.7	2	1.4
1.0	2	1.4	2.4	4	2.7	3.8	3	2.0
1.1	7	4.7	2.5	5	3.4	3.9	4	2.7
1.2	4	2.7	2.6	6	4.0	4.0	4	2.7
1.3	4	2.7	2.7	4	2.7	4.1	3	2.0
1.4	5	3.4	2.8	3	2.0	4.2	8	5.3
							147	100.(

None of the participants were found to show no grade change. All participants showed some grade level change.

Factors Associated With Achievement

Statistical data are summarized in this section relative to grade level change among the participants as related to certain factors. For purpose of data analysis the following definition are provided:

4 = High Gain Students = grade level gain of 1.1 to 4.1 grades

3 = Intermediate Gain Students = grade level gain of 0.6 to 1.0 grades

2 = Low Gain Students = grade level change of 0.1 to 0.5 grades

1 = No Gain Students = grade level change of 0.0 grades

0 = Negative Gain Students = grade level loss of 0.1 to 3.9 grades

Tables are presented showing the relationship between achievement and: Center, sex, highest grade completed in school, welfare assistance status, number of dependents, employment record, current work status, primary occupation, nature of contact leading to enrollment, and reason for participation.

Relationship Between Achievement And Center

There were 147 participants enrolled in 4 different learning centers. Of this number approximately 200 grade change scores were available.

The average number of participants enrolled per center was 36 with a high of 41 participants enrolled in the Lambert Center, and a low of 32 enrolled in the Falcon Center.

The date in Table 12 show that the level of achievement is definitely associated with the learning centers and significant difference in terms of student achievement.

For example, a little over 32% of the high gain students were in the Lambert Center compared to the Silent Grove and Woodland Centers. Sixteen percent of the negative gain students were found in the Falcon Center. None of the participants were in the no gain grade level.

Examination of the data by center reveal 32 and 37.3 percent of Lambert and Falcon achieved at the highest levels, whereas 37.5 percent of the participants in the Woodland Center fell into the intermediate level of grade achievement.

TABLE 10

GRADE LEVEL CHANGE BY CENTERS

	Name of Centers			
	Falcon	Lambert	Silent Grove	Woodland
	Number of Students			
No Data	8	7	10	6
4 = High Gain	5	9	4	5
3 = Intermediate Gain	8	11	9	10
2 = Low Gain	7	8	7	12
1 = No Gain	0	0	0	0
0 = Neg. Gain	4	6	6	5
	32	41	36	38

TOTAL

	Percent of Student in Each Achievement Category by Center			
4	20.8	26.5	15.4	15.6
3	33.3	32.4	34.6	31.3
2	29.2	23.5	26.9	37.5
1	00.0	00.0	00.0	00.0
0	16.7	17.6	23.1	15.6
TOTAL	100.0	100.0	100.0	100.0

In all centers from 60 percent to 75 percent of all students gained more than 1.1 grades or more.

The top centers by grade level achievement were: Woodland and Lambert Centers, and the lowest ranking centers were Silent Grove and Falcon Centers.

The centers that ranked 0.5 grades or more in a 3-6 months period are: Lambert and Woodland Centers.

Center Rank by Percent of It's Students Gaining 1.1 Grades or More

CENTER	PERCENT OF STUDENTS
1. Falcon	83
2. Lambert	84
3. Silent Grove	83
4. Woodland	87

Center Rank by Percent of It's Students Gaining 0.5 Grades or More

CENTER	PERCENT OF STUDENTS
1. Falcon	75
2. Lambert	87
3. Silent Grove	83
4. Woodland	88

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In summary, the centers in which participants showed the most achievement were Lambert and Falcon Centers. Achievements were lowest in the Silent Grove and Woodland Centers.

Certain cautions need to be made before any attempt is undertaken to determine why the differences in achievement exists. One might suggest the validity in the test scores. Why did one or two centers perform better than the other two centers? The difference in testing conditions during the administration of the tests may expalin the differences.

On the other hand, the geographical location of the centers could be a valid reason why some centers performed better.

Included among such factors might be: Teacher competence and teacher-characteristics, methods and materials used, attendance record, physical facilities, and characteristics of the participants themselves.

The relationship between reasons for participation and overall achievement as determined by gain in grade level are shown in Tables 12 through 17.

As seen in Table 12, the data indicate that the majority of the students were not attending the program to obtain jobs. Of the total amount only 45 gave that reason as doing so. However, only 38 were attending to obtain better jobs. (Table 13) A majority of the students indicated that they were participating for self-improvement. (120--Table 15.) Only 40 expressed their reasons.

The data in Tables 16 and 17 reveal the lack of association between achievements and family welfare atatus, and participation in Food Stamp Programs.

The Relationship Between Achievement And Welfare Assistance

One hundred of the participants stated that the did not receive nor did anyone in their families receive Public Assistance, and 42 of the participants said that they did.

The date in Table 16 show no significant differences between these participants whose families receive Public Assistance and thise whi di not receive welfare in their ability to achieve in ABE.

In Table 17, 95 of the participants did not receive Food Stamps and 46 did. Again the data showed no significant difference in the ability to achieve in ABE.

TABLE 12

ACHIEVEMENT AND PARTICIPATION FOR EMPLOYMENT

Participate in Project to Obtain Job				
Gain Category	Yes	No	No Data	Total
9 = No Response	2	8	1	11
4 = High Gain	10	17	2	29
3 = Some Gain	20	40	6	66
2 = Low Gain	8	5	2	15
1 = No Gain	3	5	5	13
0 = Negative	2	7	4	13
Total	45	82	20	147

Percent of Students in Achievement Category by Participation to Obtain Job			
4	37.03	62.93	27
3	33.33	66.67	60
2	61.53	38.46	13
1	37.50	62.50	8
0	22.22	77.77	9
Total	191. 61	318.33	117

TABLE 13

ACHIEVEMENT AND PARTICIPATION
TO OBTAIN BETTER JOB

Gain Category	Participation to obtain bettter job: Yes	No	No Data	Total
9 = No Response	11	41	2	54
4 = High Gain	18	33	1	52
3 = Some Gain	5	16	1	22
2 = Low Gain	3	6	4	13
0 = Negative	1	4	1	6
Total	38	100	9	147

Percent in Each Achievement Category by Participation to Obtain A Better Job

4	21.15	78.84	52
3	35.29	64.70	51
2	23.81	76.19	21
1	33.33	66.66	9
0	20.00	80.00	5
Total	133.58	366.39	138

TABLE 14

ACHIEVEMENT AND PARTICIPATION FOR
PURPOSE OF MEETING PEOPLE

	Participate to meet people			
Gain Category	Yes	No	No Data	Total
9 = No Response	5	27	1	33
4 = High Gain	12	26	1	39
3 = Some Gain	17	29	1	47
2 = Low Gain	2	14	2	18
0 = Negative	4	5	1	10
Total	40	111	6	147

Percent in Each Achievement by Participation
For Purpose of Meeting People

4	15.62	84.37	32
3	31.58	68.42	38
2	36.96	63.04	46
1	12.50	87.50	16
0	44.44	55.56	9
Total	141.10	338.89	141

TABLE 15

ACHIEVEMENT AND PARTICIPATION FOR SELF-IMPROVEMENT

	Participate for Self-Improvement			
Gain Category	Yes	No	No Data	Total
9 = No Response	5	3	1	9
4 = High Gain	67	5	2	74
3 = Some Gain	31	7	1	39
2 = Low Gain	11	3	1	15
1 = No Gain	5	2	1	8
0 = Negative	1	1	0	2
Total	120	21	6	147

	Percent in Each Achievement Category By Participation for Self-Improvement		
4	93.06	6.94	72
3	81.58	18.42	38
2	78.57	21.43	14
1	71.43	28.57	7
0	50.00	50.00	2
Total	374.64	125.36	133

TABLE 16

ACHIEVEMENT AND WELFARE STATUS

Gain Category	Has Anyone in Family Received Public Assistance: Yes	No	No Date	Total
9 = No Gain	5	45	1	51
4 = High Gain	4	30	1	35
3 = Some Gain	7	15	1	23
2 = Low Gain	15	3	1	19
1 = Negative	11	7	1	19
Total	42	100	5	147

	Percent in Each Achievement Category And Welfare Assistance		
4	10.00	90.00	50
3	11.76	88.24	34
2	31.82	68.18	22
1	83.33	16.67	18
0	61.11	38.89	18
Total	99.02	301.98	142

TABLE 17

ACHIEVEMENT AND PARTICIPATION IN FOOD STAMP PROGRAM

	Receive Food Stamp			
Gain Category	Yes	No	No Data	Total
9 = No Response	15	40	2	57
4 = High Gain	3	29	1	33
3 = Some Gain	4	13	1	18
2 = Low Gain	7	4	1	12
1 = No Gain	17	2	1	20
0 = Negative	0	7	0	7
Total	46	95	6	147

	Percent in Each Achievement Category and Receipt of Food Stamps		
4	27.27	72.73	55
3	9.38	90.62	32
2	23.53	76.47	17
1	63.64	36.36	11
0	89.47	10.53	19
Total	213.29	286.71	134

RELATIONSHIP BETWEEN
SELECTED FACTORS AND ACHIEVEMENT
IN MATH

The following data is not presented in tabular form, however, the data was found to be significantly related to achievement in math.

1. The Lambert Center had the highest achievement in Math
2. Those participants who completed the highest grades in school showed the highest gain in grade level
3. Participants who were referred by ABE recruiter achieved higher grade level
4. Welfare participants showed lower gain in math than non-recipents

As in the overall grade level change, there were difference in centers. The Lambert Center was the highest in overall achievement, and especially in math gain grade level.

NAME OF CENTERS	PERCENT OF STUDENTS ACHIEVING MORE THAN ONE-HALF GRADE LEVI		
	Participants	Number	Perce
1. Lambert Center	31	26	8
2. Falcon Center	29	24	8
3. Silent Grove	30	26	8
4. Woodland Center	29	27	8

SUMMARY OF FINDINGS REVELANT TO ACHIEVEMENT

Following is a brief summary of findings relative to achievement.

In general, participants performed best in reading comprehension and lowest in math. Overall grade level gain ranged from 0.1 to 4.2 grades with 50% of the achievers gaining at least two grade levels or more. Twenty-three of the 147 participants showed no negative gain.

Other significant differences were found to exist in student achievement among the four different learning centers, showing two centers displaying high achievements (4.2) in one year, and two centers showing intermediate gain, with no center showing no gain.

Although it was not shown in tabular form, the female participants showed higher gain than the make participants.

Participation for reason of vocational advancement of social activity was not related to achievement. However, participation based upon self-improvement motive was found to be significantly related to success in the program.

Being on Welfare, having had difficulty in obtaining public assistance or participation in the food stamp program were not associated with achievement in the program.

A high achievement in reading was found to be true in all four centers.

The high achievers were found to be in the Lambert and Falcon Centers. They were young to middle age, likely to be females with 1-3 dependents, low incomes, and motivated for self-improvement.

The intermediated achievers were found in the Silent Grove and Woodland Centers, were likely to be very young, or over 50, have more than one dependent, and motivated to participation for reasons other than self-improvement.

PART V

DROPOUT

Data were collected and analyzed to determine the rate of dropout and to determine the extent that certain factors were related to dropout or persistence of attendance in the program. A dropout was defined as any participant who took the pre-test and fail to to continue to the the program's termination .

Of 147 participants 75% stayed throughout the term of the project and 25 percent droppeout. This in itself is a lower than average rate of dropout typical to Adult Basic Education.

Generally, it can be said that the younger participants tended to drop out at a rate higher than the older participants. This was due primarily to thier prior education. The younger participants advanced further in school than the older participants. It was also found that the older the participant was, the more likely he would remain in the program until its termination.

The number of dependents a participant had tended to have little or no bearing regarding his stability in the program. However, welefare recipients were more likely to remin in the program than non recipients. Job experience and post-school training had no relationship with attendance or dropout, while employment status did.

Following is an examination and discussion of those factors

which were found to be highly associated with the tendency to drop out of the program before its termination.

Location of Center

Table 18 presents attendance and dropout for the four centers which represented the total program. Data from this table indicate that the highest rate of dropout came from the Silent Grove Center. This was primarily due to the exchange of participants to attend the Tri_Demonstration Program in Tutwiler, Mississippi. On the other hand only a small percentage dropped from the other centers. The centers that retained the most participants throughout the program were the Lambert and Woodland Centers. It should be noted that the Lambert center was the highest achieving center of the four. The center that had the lowest dropout percent was the Woodland Center.

It should also be made clear that the dropout data did not not have little, if any, relationship to the level of achievement within a center.

TABLE 18

DROPOUT BY CENTER

	Center				
Catrgory	Falcon	Lambert	Silent Grove	Woodland	Tota
2 retained	24	34	26	32	116
1 Dropped out	8	7	10	6	31
Total	32	41	36	38	147

Percent by Row, Row Percent Total to 100.00

2 retained	20.70	29.31	22.36	27.67	116
1 dropped out	25.79	22.58	32.26	19.35	31
Total	32.00	41.00	36.00	38.00	147.00

Dropout by Sex

Table 19 presents the percentage distribution of males and females by dropout. A large majority of the participants were females (120 to 27 males), and the largest percentage of drop outs were females, but the data indicates that the male dropout were almost twice the rate of the female.

Dropout by Years of School Completed

As can be seen in Table 20, the higher the grade completed, the more likely were the participants to dropout. It can be readily speculated that the ones with more formal education were the ones who could more likely find employment.

Dropout and Reason for Participation "To Obtain a Job"

The data in Table 21, reveal that those persons who enrolled to obtain a job had no real bearing on the dropout data. It was found that those participants who entered the program for other reason dropped considerably more.

TABLE 19

DROPOUT BY SEX

Category	Sex: Male	Female	Total
2 Retained	18	91	109
1 Dropout	9	29	38
Total	27	120	147

Percents by Row, Row Percents totals 100.00

2	16.51	83.59	109
1	23.79	13.13	38
Total	27.00	120.00	147

TABLE 20

DROPOUT BY YEARS OF SCHOOL COMPLETED

Category	Highest Grade in School Completed: Less Than 0-3	4-6	7-8	9-11	No Data	Total
2 Retained	18	42	32	21	7	120
1 Dropout	2	5	8	9	3	27
Total	20	47	40	30	10	147

Percent by Row, Row percents Total 100.00

2	15.00	35.00	26.67	17.50	5.83	12(
1	7.41	18.51	2964	33.33	11.11	2
Total	20.00	47.00	40.00	30.00	10.00	14

TABLE 21

DROPOUT AND PARTICIPATION TO OBTAIN JOB

	Participate to get a Job			
Category	Yes	No	No Data	Total
2 Retained	38	64	18	120
1 Dropout	7	18	2	27
Total	45	82	20	147

Percent by Row, Row Percents Total 100.00

2 Retained	62.75	37.25	102
1	28.00	72.00	25
Total	90.75	109.25	127

Summary of Findings Related to Dropout

Of the 147 participants in the program, 122 completed all aspects of the program and 25 dropped out.

The most successful center in terms of retaining students was the Lambert Center in which ninety-three (93%) of the participants remained throughout the program. The Highest drop-out rate was recorded in the Silent Grove Center, (This may be attributed to the exchange of students to attend the Tri-Demonstration Center) followed by the Falcon Center with the next highest dropout rate.

Rank order of the center in terms of ability to hold participants is as follows:

Name of Center	Number Retained	Number Enrolle
Lambert	34	41
Falcon	24	32
Silent Grove	26	36
Woodland	32	38

The data revealed that the dropout of males was as twice as much as for females.

Data also revealed that age, marital status, dependents, and post-training had little bearing on the drop rate. However, it was found that general tendency to drop out was related to formal school training and grade level.

Welfare recipients were slightly more likely to drop out than none welfare recipients, and specifically those who entered the program to obtain a job did not drop out as quickly as those who entered for other reasons.

APPENDIX A

INSTRUCTIONAL PERSONNEL - QUITMAN COUNTY CENTER

FOR LEARNING AND EDUCATION DEVELOPMENT

Andrews, Robert
P.O. Box 82
Falcon, Mississippi 38646

Crawford, Bertha
P.O. Box 219
Marks, Mississippi 38646

Crawford, James
426 5th Street
Marks, Mississippi 38646

Cole. Christopher
Rte. 2, Box 202
Marks, Mississippi 38646

Harris, Lucy
501 Kimbro Street
Marks, Mississippi 38646

Hatley, Pearlene
P.O. Box 68
Crenshaw, Mississippi 38621

Johnson, Thelma
P.O. Box 153
Belen, Mississippi 38609

Jossell, Cordelia
804 Second Street
Marks, Mississippi 38646

McAdory, Essie
P.O.Box 41
Lambert, Mississippi 386

Robinson, Leroy
General Delivery
Marks, Mississippi 3864

Robinson, Mary
Rte. 1, Box 23
Marks, Mississippi

Robinzine, Cleopatra
Rte. 2, Box 16-M
Marks, Mississippi 38646

Sims, Essie
P.O. Box 153
Marks, Mississippi 38646

Smith, Josephine
Rte. 1, Box 99
Lambert, Mississippi 38

Thigpen, Rutha
P.O. Box 191
Lambert, Mississippi 38

Thomas, Lizzie
General Delivery
Lambert, Mississippi 386

APPENDIX B

DATA CODE FOR STUDENTS

QUITMAN COUNTY, MISSISSIPPI - Summer 1972

Column No.	Variable and Code
1-3	Student Code Number (assign code number for each student 001, 002, ...N and keep record of this)
4	Center 1 Falcon 2 Lambert 3 Silent Grove 4 Woodland 5 NA
5	Sex 1 Male 2 Female 5 NA
6-7	Age Code age as given
8	Highest grade in school completed 0 None 1 Grade 1-3 2 Grade 4-6 3 Grade 7-8 4 Grade 9-11 5 High School Grad 6 Other 5 NA

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Column NO.	Variable and Code
9	Marital Status 1 Single 2 Married 3 Divorced 4 Widowed 5 Separated 6 Other 5 NA
10	Number of Dependents 0 6 1 7 2 8 or more 3 4 5
11	Does family receive welfare assistance 1 yes 2 No 5 NA
12	Have you ever been employed continuoisly for a period of six months 1 Yes 2 No 5 NA
13	Current Work Status 1 Employed full time 2 Employed part time 3 Unemployed but seeking work 4 Not seeking work 5 To be placed through this project
14	If not employed full time, the MAIN REASON IS: 1 Unable to find work 2 Keeping house 3 In school 4 Retired 5 Disabled 6 Other

Column NO.	Variable and Code
15	Pas School Training (Work Experience) 1 Checked 2 Not checked
16	Past School Training (adult vocational) 1 Checked 2 Not checked
17	Past School Training (Military) 1 Checked 2 Not checked
18	Past School Training (Manpower) 1 Checked 2 Not checked
19	Past School Training "other" 1 Checked 2 Not checked
20	Past School Training (other adult literacy) 1 Checked 2 Not checked
21	None 1 Checked 2 Not checked
22	Total number of Past-School training sourced checked

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Column No.	Variable and Code
23	Primary Occupation

0 Other
--baby sitter (las enforcement) (odd Jobs)
(Creative Art)

1 Farm laborer, (unskilled or skill not obvious)
--chop cotton, pick cotton field work,
garden work, farm hand

2 Semiskilled farm
--farm machinery operator, tractor driver

3 Nonfarm labor (unskilled) Long-Shoreman, Simple Construction--Carp. Help, Factory, yard work, day labor, handy man, gin wotk, lumber yard logging, laborer, sack beans, sell peanuts

4 Mechanical, welder, semiskilled, operatives (blue collar type)

5 Household and unskilled domestic - cooking aid wash clothes, housework, dish washer, day work, sewing

6 Semi-skilled domestic crafts
--cook, seamstress

7 Craftman

8 Professional, semi-professional, white collar

5 NA

24 Most recent occupation

(Use same code as above)

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Column No.	Variable and Code
25	Annual gross family income 1 Less than $3000 2 Less than $4000 3 Less than $5000 4 Less than $7000 5 Over 7000
26	Referred to Project by (Church) 1 Checked 2 Not checked
27	Referred to Project by (Welfare Agency) 1 Checked 2 Not checked
28	Referred to Project by (ABE RECRUITER) 1 Checked 2 Not checked
29	Referred to Project by (Employer) 1 Checked 2 Not checked
30	Referred to Project by (Radio, TV, etc.) 1 Checked 2 Not checked
31	Referred to Project by (another student) 1 Checked 2 Not checked
32	Referred to Project by (other) 1 Checked 2 Not checked
33	Total number of Referrals checked
34	Reason for Participation (get a job) 1 Checked 2 Not checked

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Column No.	Variable and Code
35	Reason for Participation (get a better job) 1 Checked 2 Not checked
36	Reason for Participation (ed. or self-improvement) 1 Checked 2. Not checked
37	Total No. of Reasons for Participation
38	Has anyone received public assistance 1 Checked 2 Not checked
39	Receive welfare 1 Checked 2 Not checked
40Receive	Receive food stamps 1 Checked 2 Not checked
41	ABLE Pre-Test - Vocabulary (code exact level)
42-43	Pre-Test - reading
44-45	Pre-test - spelling
46-47	Pre-test - Total arithmetic
47-48	Pre-test - grade level (calculate pre-test level from above 4 scores)

APPENDIX C

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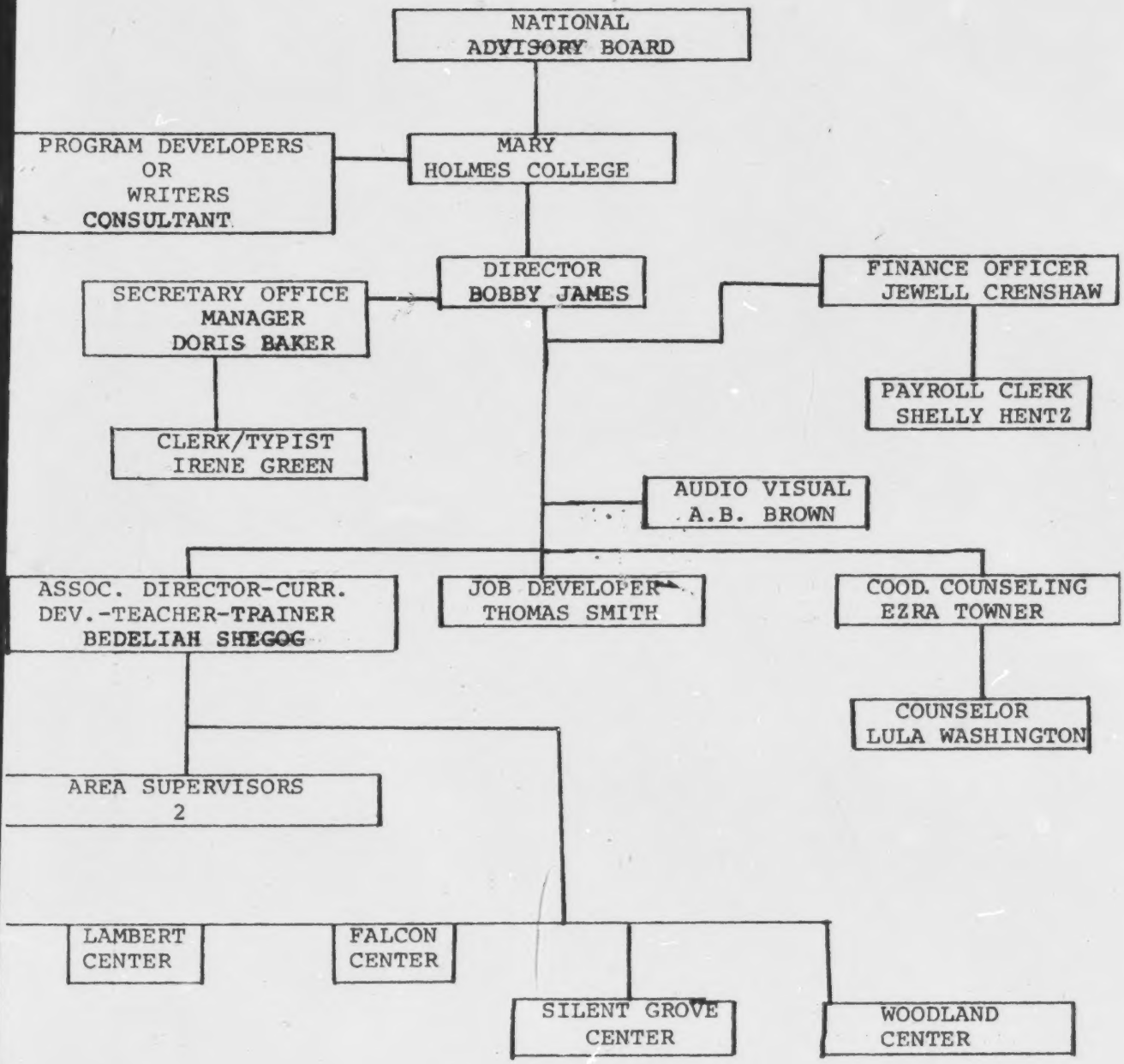
ORGANIZATIONAL CHART



** THERE ARE FOUR CENTERS. ONE AREA SUPERVISOR WAS RESPONSIBLE FOR TWO CENTERS.

APPENDIX D

STUDENT INTERVIEW SCHEDULE

NAME:

POSITION:

CENTER:

NAME OF TEACHER - IF STUDENT

GRADE LEVEL:

I. PERCEPTION OF THE PROGRAM

A. What did you expect the program to be like before you entered it?

B. Is the program what you expected it to be? Why or why not?

C. Do you think the program has benefited the community? Why or why not?

D. What is the worst thing about the program?

E. What would you change about the program?

II. MOTIVATION FOR PARTICIPANTS

Why did you enter this program?

III. PERCEPTION OF STUDENT NEED - INTERESTS

(Staff) What do you think are the basic needs of the participants? What do you think can be done to meet these needs?

(Students) What are your biggest problems? How would

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you solve them?

IV. STUDENT SELF-CONCEPT

A. (Staff) What do you think the students think of themselves?

B. (Staff) What do you think the students fears are?

C. (Student) What do you think of yourself?

D. If you had had the opportunity, what would you like to be?

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APPENDIX E

PERSPECTIVE OF THE JOB DEVELOPMENT PROGRAM
FOR

QUITMAN COUNTY CENTER FOR LEARNING
AND

EDUCATIONAL DEVELOPMENT

In September, 1971, the position of Job Developer was added to the working staff of Quitman County Center for Learning. Thomas Smith accepted the responsibility of pacing eligible student trainees on prospectives jobs.

During the time span between September and May , a number of people were referred to jobs. Some of these referred were actually placed.

The duty of the Job Developer is to go to neighboring counties talking with the Employment Personnels of the variuos industries located in the county. It is explained to each industry personnel what we represent in terms of job placements. We then request that he allow us to refer to him employees to fill the needs of his company when there is such in his presence.

In the following attachments you will see some of the industries at which we talked possible trainee placements and to whom we talked.

Along with the attached list of industries and industry personnel, you will also find attached a list of the persons

referred to the various industries.

Along with various industries in sourrounding counties we also talked with some of the merchants and business owners in our immediate area.

The idea behind the job hunting is to place as many trainees on jobs as possible. Because as we know, a tax-paying citizen is more valuable to America's society than a non-tax-paying citizen.

If a person can feel that he or she is contributing something to the world, he or she feels like they are more of an assest to society.

In the following attachments, you will see each and every industry, merchant, and business that was contacted while trying to secure employment for the trainees. Along with the attachments you will find some of the pro- and con replies by the various industries and merchants.

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TRAINEE REFERRAL LIST

The following named persons listed below are the people who were referred to jobs at various industries in and around Quitman County.

Mrs. Charlean Collins
Mrs. Dorothy Davis
Mr. Earnest Johnson
Mr. James Turner
Mr. Bobby Robinson
Miss Loretta Strickland
Mrs. Sirtestine Jones

Listed below are names of merchants contacted about possible job placements

Ben Franklin 5 and 10
Lipson's Department Store
Reisman's Fair Store
L & M Department Store
Nat Katz Department Store
Alan's Department Store

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State of Mississippi

DEPARTMENT OF EDUCATION

G. H. JOHNSTON, SUPERINTENDENT

ALLIED ENTERPRISES
HARRY L. WHEELER JR. COUNSELOR
NORTH CHERRY STREET
POST OFFICE BOX 304
MARKS, MISSISSIPPI 38646

DIVISION OF VOCATIONAL REHABILITATION

JOHN H. WEBB, DIRECTOR

818 WOOLFOLK STATE OFFICE BUILDING

P. O. BOX 1698

JACKSON, MISSISSIPPI 39205

November 30, 1971

Mr. Bobby James
Quitman Centers For Learning
515 Catching St.
Marks, Ms.

RE: Your letter of 11-24-71

Dear Sir:

Allied Enterprises, Inc. is a system of facilities owned and operated by the Vocational Rehabilitation Division, State Department of Education, throughout the state of Mississippi as a non-profit agency.

This facility operates for the primary purpose of assisting in the rehabilitation of handicapped individuals. Here at Allied of Marks, clients are first evaluated. If there is a reasonable expectation that the person can be rehabilitated he enters what we call personal adjustment training.

I must emphasize that Allied Enterprises does not have permanent jobs for clients. It is a training facility that is a stepping stone toward gainful employment.

If at any time someone in your facility desires to make application, please do not hesitate to call upon me.

Sincerely,

Thomas H. Smith

Thomas H. Smith, Counselor
Vocational Rehabilitation Division

THS:wtm

LITTON SHIP SYSTEMS LITTON SYSTEMS, INC. • P. O. BOX 1267 • PASCAGOULA, MISSISS
PHONE (601) 769-6110 • TWX (510) 990 3844/3051 • TELE

December 29, 1971

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Mr. Thomas E. Smith, Job Developer
Quitman Centers for Learning
515 Catching Street
Marks, Mississippi 38646

Dear Mr. Smith:

Your letter to the General Manager of Litton Ship Systems was referred to me as I am directly responsible for manpower for the facility.

At present we are experiencing a build-up of craft personnel (welders, pipefitters, electricians, etc.) with emphasis on employing as many journeymen as possible to balance the input of entry-level people from our training programs.

I would be pleased to know the specific details of your program and the capabilities of its graduates. Mr. C. M. Davenport, Manager of Training on my staff, would be the one to contact for an evaluation of your program as it relates to our needs. He may be reached by telephoning 769-3792 or by writing Litton Ship Systems, Attention: Manager of Training.

Placement is handled by another individual; and pending the results of our evaluation, I would be glad to place you in touch with him at a later date.

Thank you for your interest. We look forward to hearing from you.

Sincerely,

D. B. Massengale
Director, Manpower

ann

cc: Mr. C. M. Davenport

pacific buildings

February 2, 1972

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Mr. Bobby James, Director
Quitman Centers for Learning
515 Catchings Street
Marks, Mississippi 38646

Dear Bobby:

Please pardon my lengthy delay in answering your letter of November 24, concerning the work you are doing at Quitman County Learning Center. I would be very pleased to discuss the matter with you further.

Yours very truly,

William King Self
President

bs

PACIFIC BUILDINGS, INC. / P. O. DRAWER C / MARKS, MISSISSIPPI 38646 / 601-326-8104

State of Mississippi

DEPARTMENT OF EDUCATION

G. H. JOHNSTON, SUPERINTENDENT

ED ENTERPRISES
ARRY L. WHEELER, JR., COUNSELOR
ORTH CHERRY STREET
OST OFFICE BOX 304
ARKS, MISSISSIPPI 38648

DIVISION OF VOCATIONAL REHABILITATION

JOHN H. WEBB, DIRECTOR

318 WOOLFOLK STATE OFFICE BUILDING

P. O. BOX 1698

JACKSON, MISSISSIPPI 39205

March 16, 1972

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Thomas Smith
Job Developer
Quitman County Centers For Learning
515 Catching St.
Marks, Mississippi

Dear Sir:

I have received your letter in regard to job placement and training slots at Allied Enterprises of Marks.

I am sorry but I cannot provide information you have requested. However, any person you refer to us is by law entitled to an evaluation to determine if they qualify for the services of the Vocational Rehabilitation Division. The three criteria that must be met are:

(1) The presence of a physical or mental disability and the resulting functional limitation or limitations in activities.
(2) The existence of a substantial handicap to employment caused by the limitations resulting from such disability.
(3) A reasonable expectation that Vocational Rehabilitation services may render the individual fit to engage in remunerative occupation.

If this information is insufficient, please do not hesitate to call upon me.

Sincerely,

Thomas H. Smith

Thomas H. Smith, Counselor
Vocational Rehabilitation Division

THS:wtm

QUITMAN CENTERS FOR LEARNING
515 Catching Street
MARKS, MISSISSIPPI 38646
Telephone 601-326-8114

BOBBY JAMES, Director

INDUSTRY LOCATIONS IN AREAS
COVERED BY PROPOSAL

COUNTY:	TOWNS:	NO. EMPLOYED:
Grenada	Elliot, Grenada, Holcomb	95
	John T. Bean, Plant Man. Binswanger Mirror Co. Highway 8 East Grenada, Miss.	
	H.M. Austin, Sec. Grenada Concrete Products P.O. Box 822	30
	Hankins Lumber Co. P.O. Box 8 Grenada, Miss. A.B. Hankins	50
	D.L. Wagner, Manager Koppers Co. Inc. (Treated Wood P.O. Box 160 Products) Grenada, Miss.	85
	K.R. Lundberg, V. Pres. McTuay Inc. P.O. Box 984 Grenada, Miss. (Heating A.C. & Refg. Prod.)	750
	C.C. Cathley, Pres. Memphis Hardwood Flooring Co. P.O. Box 837 Grenada, Miss. (Oak Flooring & Hardwood Lumber)	75
	Henry Theis North American Rockwell P.O. Box 119 Rt. 2 Highway 332 North Grenada, Miss (Stainless Steel Wheel Covers)	600

QUITMAN CENTERS FOR LEARNING
515 Catching Street
MARKS, MISSISSIPPI 38646
Telephone 601-326-8114

BOBBY JAMES, Director

COUNTY:	TOWNS:	NO. EMPLOYED:
Panola	Batesville, Como, Sardis	
	Dunlap & Kyle Co., Inc. P.O. Box 689 C.P. Patton, Plant Man. Batesville, Miss. 563-7601 (Tire Company)	86
	Muscle Shoals Rubber Co. Batesville, Miss. James C. Darymple 563-3842 (Rubber Products (Molded)	70
	Panola Inc. Of Batesville State Highway 6 West Gatbert Roston, Pres. 563-7664 (Ladies Lingerie)	300
	Polorn Products P.O. Box 152 H. Hoffman, Gen, Man. 563-7691 (Ice Chests, Xmas Decorations)	175
	Round The Clock Hosiery Div. of U.S. Ind. Inc. VanVoins St. S.E. Wood, Supt. 563-4731 (Stockings)	800
	D.B. Flyod Lumber Co. P.O. Box 99 A.A. Flyod, Pres. Hardwood Lumber 487-1440	85
	Morelon Textiles Inc. Highway 51 Marvin R. Cutler, Pres. (Stockings) 487-1401	85

QUITMAN CENTERS FOR LEARNING
515 Catching Street
MARKS, MISSISSIPPI 38646
Telephone 601-326-8114

BOBBY JAMES, Director

COUNTY:	TOWNS:	NO. EMPLOYED:
	Pioneer Boneless Beef Inc. P.O. Box 119 2nd. St. Exit Grenada, Miss. L.S. Hall, Gen. Man. (Dressed & Boneless Beef)	100
	O.W. Geeslin, Pres. U.S. Industry Inc. Grenada Box Div. North Main Street Grenada, Miss. (Cardboard Boxes)	50
	John C. Lake U.S. Ind. Inc. Grenada Ind. Div. 1261 Commerce St. Grenada, Miss. (Ladies Hoses)	1,300
Yalobusha	Coffeville, Okland, Tillatoba Watervalley	
	Kellwood Company-Calford Group 400 Tenn. St. Coffeville, Miss. W.R. Williams, Div. Pres. 675-2487	100
	Big Yank Corp. Darrell M. Brinegar, Supt. Watervalley, Miss. 473-1581 (Garments)	600
	Ram Tool Corp. J.W. Schaeffer Jr., Gn. Manager Box 527 Watervalley, Miss. 473-2661 (Power Tools, fraction H.P. Motors)	250

QUITMAN CENTERS FOR LEARNING
515 Catching Street
MARKS, MISSISSIPPI 38646
Telephone 601-326-8114

BOBBY JAMES, Director

COUNTY:	TOWNS:	NO. EMPLOYED:
	Sardis Luggage Co. P.O. Box 338 W.H. Turner, Plant Man. 487-1211 (Luggage)	350
Quitman	Lambert, Marks, Sledge	
	Garan Lambert Mills Div. P.O. Box 206 W.R. Odell, Manager	350
	Cook Industry P.O. Box 249 Hill Ballock, Pres.	350
	Jaglan Garment Co., Inc. Sledge, Miss. Jack Dillon, Manager Garments	125
	Pacific Builders, Inc. Jim Cassidy Modle Home Builders	Okeyed
Tate	Coldwater, Independence, Savage, Senatobia	
	Coldwater Ind. Coldwater, Ms. E.C. Roberson, Gen. Man. Plastic Records (Phono) 622-4331	150
	Dehner Co. Coldwater, Ms. Harold D. Allison, Gen. Man. 622-4461 Padding, Rubber Webbing Furniture	125

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Telephone 601-326-8114

BOBBY JAMES, Director

COUNTY:	TOWNS:	NO. EMPLOYED:
	William Carter Co. P.O. Box 98 Charles W. Goldman, Plant Supt. 562-8226 Underware	450
	Chromocraft Okeyed No. 1 Quality Lane Miles Cunningham, Pres. Metal Furnishings 562-8203	700
Tunica	Tunica Manufacturing Co. P.O. Box 308 Ralf Rubin, Gen. Man. Quilts, (Bedding) 363-1711	275

APPENDIX F

INSTRUCTOR'S FINDINGS

INDIVIDUAL CLASSROOM EVALUATIONS ACCORDING TO CENTERS

QUITMAN COUNTY CENTERS FOR LEARNING

MARKS, MISSISSIPPI

MAY, 1972

INDIVIDUAL CLASSROOM EVALUATIONS

NAME OF CENTER: SILENT GROVE

CLASS GROUP: GED CLASS

INSTRUCTOR: MR. LEROY ROBINSON

The GED class over all scored well on the evaluation tests; and they have improved somewhat considerable the last three months. I personally feel that the students that will participate in the GED test have a good chance of coming out on top. There are only three that plan to take it and they are very sure in themselves. They scored well on thier evaluation test; nad had very little difficulty. The other students performed as well, and I would be satisfied if only one passed the GED test, it would at least prove that I have helped someone as well as myself.

Leroy Robinson

NAME OF CENTER: SILENT GROVE

CLASS GROUP: GROUP A

INSTRUCTOR: MRS. LUCY HARRIS

This is my individual evaluation of my class. I will truthfully say that my class has improved in many ways. They are very interested in what they are doing, they work well together. They all have good attitudes. They have improved in thier work. We have worked out a great deal of math, adding subtracting, multiplying, dividing and adding fractions hours and minutes, gallons and quarts, working percentage of rates on discounts knowing the regular price and finding the price after the discount is taken away. They did very good on all of that.

We have also worked with language arts, including capitalization, punctuations marks, letter writing and different sentences. They have improved on thier abilities in those things.

Now for reading we have had reading about confidence, attitudes, social security, welfare, hearing, and all the main things in every day life.

I think that have done a wonderul job to my thinking. As a whole, I think my class has done an excellent job

Mrs. Lucy Harris

NAME OF CENTER: SILENT GROVE

CLASS GROUP: GROUP B

INSTRUCTOR: ESSIE SIMS

Group B consist of eight (8) students observing tests and daily class and homework, this group has made great improvement in the majority of thier studies. We work well as a group and all of the group have a pleasant attitude. (some can stand improvement) I think they have learned something out of this session just by observing thier conversations. The majority of them perform from 84 % to 100% accuracy on all of the tests. Also, when thay are given an evaluation of the lesson presented, most of them perform very good.

This group is very good to work with because of thier interest and willingness to learn new ideas.

Respectfully Submitted,

Essie S. Sims

NAME OF CENTER: SILENT GROVE

SPECIAL EVALUATION OF: MRS. ESSIE WILLIAMS

INSTRUCTOR: MRS. ESSIE S. SIMS

Mrs. Williams is being evalusted individually. Before Mrs. Williams came to this center she had never been to school before. She could not read nor write. I started her off by learning to print the alphabets using her name. It took her about two months to learn to print. Now I can say that she really has improved. Her writing can be understood by anyone. She can read and also add and subtract small numbers.

Her main goal was to learn to write her name in which she does very well because she is interested in her school work.

Respectfully Submitted,

Essie S. Sims

NAME OF CENTER: FALCON ADULT CENTER

CLASS GROUP: GED CLASS

INSTRUCTOR: MISS PEARLENE HATLEY

This class primarily began advancing thier educational levels by having done lessons centered around pre-vocational skills, self-developed laps and ABE materials.

With a total of twelve enrollees for the new program year (1971-72), I am proud to say that ten of these students have performed as effective students at a rate of 85-95% accuracy.

As I went into teaching the GED class, I discovered that two students who had previously done well on pre-vocational lessons and ABE lessons were not ready to began working with GED materials.

The remaining of my students participating in the GED class has shown tremendous progress as shown by the results of the evaluation tests given a short time ago.

My overall evaluation for this class performance for 1972, is thay have performed at a 80-85% rate. This slight drop has to do with the GED materials because it was more complicated then the general lessons given at the beginning of school

Miss Pearlene Hatley

BEST COPY AVAILABLE

NAME OF CENTER: FALCON ADULT CENTER

CLASS GROUP: GROUP A

INSTRUCTOR: MRS. CORDELIA JOSSELL

In working wiht this group for more than seven (7) months under close observation, and giving the evaluation, I have found that we have accomplished something in our group.

It is most important to keep in mind this fact as we attempt to work with our group as adult students who are illiterate through no fault of their own. Knowledge of their problems have given us as their teacher, an understanding of their needs.

Today, when we are beginning to recognize the problems of the disadvantage of our students we realize that we have slow learners as well as some very smart. Yet, we have learned to work with all of them.

In some cases all they need is an opportunity and they will show some kind of improvement and will show us that they can become true learners.

In testing these students I have found that each one have improved a lot according to the test that I gave and all along these months of school.

Although I have found that some learn different subjects faster than others, most of group "A" are very alerted to math such as I have given.

I am very pleased over the progress and achievements that have been made working with this group. Even the ones who could not write her name. It is amazing how well she has responded.

NAME OF CENTER: FALCON ADULT CENTER

CLASS GROUP: GROUP B

INSTRUCTOR: JAMES L. CRAWFORD

From the beginning of our class there were eleven (11) students enrolled. All the students showed much interest in wanting to advance their education as much as possible. As we traveled along I found that three of the students should be elevated to a higher level than we were dealing with.

The students united with the G.E.D. group and was doing quite well as far as Miss Hatley was concerned. As time came closer for the G.E.D. test, two of those three students decided that they couldn't pass the test, so they reunited with our group. Concerned about the students, I confronted Miss Hatley about their reason for returning. We concluded together that it was only a matter not having enough confidence in themselves.

The class as a whole has done a remarkable job in advancing their education compared to the test that was given at the beginning of the school term.

I am proud not only as the instructor, but as an individual to say that their work has been a complete sucess as far as I am concerned.

My overall evaluation for this class for 1972 is that they have performed with 80-85% accuracy, and they are still improving.

NAME OF CENTER: WOODLAND

CLASS GROUP: GROUP A

INSTRUCTOR: MRS. MARY ROBINSON

ARITHMETIC: 4 out of 10 did excellent
6 out of 10 did poor

VOCABULARY STUDY: 9 out of 10 did very good
1 out of 10 did excellent.

MULTIPLE CHOICE: 100% did poor

READING: 50% did very good.
50% did poor.

Seventy-five per cent of the students need to improve thier spelling. 50% need to improve thier reading abilities. 25% need to improve thier arithmetic.

Submitted by:

Mary Robinson

NAME OF CENTER: WOODLAND

CLASS GROUP: GROUP B

INSTRUCTOR: MRS. THELMA JOHNSON

Group B has done well on thier test. I only had one student that had an attitude toward the test. She was not trying. She would just put down an answer.

On the Language test about 7% of the students passed it.

8% of the students passed the subtractions test.

9% of the students passed the reading test.

7% of the students passed the vocabulary studies.

5% of the students passed the number session in arithemtic.

Solving mathematical problems about 7% passed it.

8% passed the multiplication problems.

Out of the ten people that I have, about 3% didn't seem to make much improvement.

The group work good together as a whole and they seem very interested in thier class work.

Respectfully Submitted,

Mrs. Thelma Johnson

NAME OF CENTER: WOODLAND

GROUP CLASS: GED CLASS

INSTRUCTOR: MRS. LIZZIE THOMAS

The GED study group has been studying mostley spelling, along with arithmetic, language arts, to incluse vocabulary development and reading. The group's understanding is 75% good, but thier interest is only 10%.

In the tests made for my group, there is a 80% passing on spelling. In multiple choice, dealing with language arts on correct speaking, the group did excellent, with 98% passing. In the vocabulary session (words and meanings) was well understood, there was an accuracy of 80%. In the arithmetic exercises, 50% passed. This is the weak area of the group and there is a great lack in confidence.

In all, I can say that the group's response is satisfactorily except in the arithmetic area.

Submitted by:

Lizzie Thomas

NAME OF CENTER: LAMBERT ADILT CENTER

CLASS GROUP: GED CLASS

INSTRUCTOR: MISS RUTHA THIGPEN

The GED class was given an evaluation test on April 17-18, 1972. The purpose of the test was to determine how much the students have accomplished over the past few months.

The test consisted of reading for comprehension, writing, and mathematics It was centered around everyday life. We had gone over some of the material in previous lessons. I gave some examples to some of the material on the test. The students responded very good to the test. They were eager to know how much they had accomplished.

Afterward, I checked the papers and corrected the errors. The class as a whole did very good. The average score for the group was 83%.

Submitted by:

Rutha Thigpen

NAME OF CENTER: LAMBERT ADULT CENTER

GROUP CLASS: GROUP A

INSTRUCTOR: MRS. ESSIE McADORY

As a whole, group A has done a very good job on the tests that were given. There was a 90-95% accuracy from the entire body.

The tests were made up from pass lessons that were given some time ago. All of the students retained what they had learned very well.

To be an A group, I think this group did remarkably well, and I am greatly satisfied.

Submitted by:

Essie McAdory

NAME OF CENTER: LAMBERT ADULT CENTER

GROUP CLASS: GROUP B

INSTRUCTOR: MR. CHRISTOPHER COLE, JR.

After checking each of the student's paper and correcting thier errors, I was very well satisfied with thier grades. Thier grades ranged from 68% - 106 points.

The highest grade that could have been made on the test was 125 points. The two persons that scored high on the test seemed ti have done very good and they were glad to know that they had done a good job.

After checking the test scores, I corrected all errors and passed the papers back to the individuals and the things that they missed out on, they tried with every effort to correct them themselves.

After all, I think the students did an excellent job and thier efforts of learning have increased a great deal.

Submitted by:

Christopher Cole, Jr.

APPENDIX G

PERSPECTIVES OF THE TRI-DEMONSTRATION CENTER

IN TUTWILER, MISSISSIPPI

TALLAHATCHIE COUNTY LEARNING CENTER

T.C.L.C. is a pre-vocational training center located in Tallahatchie County in the town of Tutwiler, Mississippi. This center is located approximately 22 miles south of Marks.

Ideals for forming this center came from the office of Mr. Bobby James. of Quitman Centers for Learning, Mr. Ike Landrum, D.O.C., and Mr. Joseph Wheatly of M.D.C. Each project agreed to keep the center in operation by providing 1/3 of the center's total expense. Each Project Director donated part of his assets to get the center into operation.

The present enrollment at TCLC include 26, 25 year old or under youth who are interested in becoming tax paying citizens. These are basically young people who has for one reason or another dropped out of school to explore the never ending raod of unemployment, hunger, and hatstely.

The young people were scouted, screened, and processes to find if they had any hidden interest that might prove to be a very great asset to thier future.

These young adults were then placed in a pre-vocational classroom that will provide them with basic necessities needed to obtain and uphold a good paying job.

Ninety percent of the young people attending the Tutwiler Center are from families of under-educated poverty strickened families. The other ten are mad up of youths who were deprived of an education because of personal, financial, or other reasons that are too numerous to mention. SOme are veterans of the Viet Nam War, some are famous, but they are all people who have the potentials of becoming tax-paying citizens in thier own rights.

The people attending the center were recruited from the three adjoiung counties. The counties in mention are Quitman, Tallahatchie, and Coahoma.

The next page will show the names, ages and sex of the young adults attending the Tallahatchie County Learning Center. As you can see the average age of the applicant is 21 years. These are the people, the young people who are very interested in up-grading themselves, both educationally and economically.

PARTICIPANTS OF T.C.L.C

NAME	AGE	SEX
1. Allen, Henry	21	M
2. Allen, Robert	19	M
3. Banks, Robert	18	M
4. Briggs, Willie	19	M
5. Brown, Earnestine	20	F
6. Carter, Percy	21	M
7. Brown, Maxine	18	F
8. Cook, L.C.	19	M
9. Denson, Shirley	20	F
10. Davis, Ozie L.	18	F
11. Doyles, Gladys	24	F
12. Edwards, Willie D.	18	M
13. Franklin, Sarah	19	F
14. Flowers, Archie	20	M
15. Frieson, Orange	23	M
16. Griffin, Shellie	19	F
17. Griddin, Jessie	20	M
18. Harris Larry	18	M
19. Herron, Patricia	22	F
20. Houston, Ruby	18	F

21.	Johnson, Aubrey	28	M
22.	Johnson, Ernest	18	M
23.	Jones, Earnestine	18	F
24.	Lang, Jean A.	20	F
25.	Lipsey, Sammie	19	M
26.	Maze, Leola	23	F
27.	Nickson, Walter	20	M
28.	Pugh, Curtis	18	M
29.	Ross, Deloise	18	F
30.	Thomas, Elizabeth	24	F
31.	Thompson, Johnnie B.	21	M
32.	Turner, James	19	M
33.	Williams, Allen	20	M
34.	Williams, Bennie	19	M
35.	Williams, Larry	18	M
36.	Wilson, Levon	19	M
37.	Young, Melvin	18	M
38.	Tyler, George	18	M
39.	Keeler, Kelly	41	M

APPENDIX H

SERVICES RENDERED BY THE COUNSELING DEPARTMENT

The Counseling Department has been an outreaching arm for students of the night classes and the general community of Quitman County.

Regular visits, by the counselors, were made to the night classes. Thus to allow all of the students the opportunity to present any problems that may have occured. The most common problems of students who needed foodstamps and had not been getting them. There were also a high percentage of people needing welfare assistance.

We provided transportation to the food stamp office and the welfare office. Often, the clients would request advice and assistance in completing the applications for food stamps and welfare assistance.

Contact with the general community was made when members of the community came to our office and requested help or when there was a referral of their case to us-by another person or agency.

The counseling Department has made referrals to Legal Aide on the cases of students with problems that we could not solve on the local level.

Personal profiles of all of the students from the Tutwiler Pre-Vocational Training and GED Center have been placed' in the

files of Mr. Thomas Smith's office. Thus to provide speedy placement of the student if jobs should develop.

The counseling Department has worked directly with the students and the general Quitman County Community to enhance a more conductive atmosphere for learning and educational development.